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WIL LOU GRAY OPPORTUNITY SCHOOL



ANNUAL REPORT 1991-1992

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State Budget And Control Board

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STATE DOCUMENTS

Wil Lou Gray Opportunity School

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MARY CATHERINE NORWOOD, Ph.D.
Superintendent



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Letter of Transmittal

The Honorable Carroll Campbell
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Dear Governor Campbell:

I have the honor to transmit herewith to you, and through you, to the people of South Carolina, the 1991-92 Annual Report of the Wil Lou Gray Opportunity School. This report covers the period from July 1, 1991 to June 30, 1992.

The school has been a cost effective enterprise for the state throughout its history. Every young person we place into the work force returns to our economy many times the investment our state has made in them through the Opportunity School. We look forward to working with you and the legislature toward another productive year in 1992-93.

Respectfully submitted,

Louise L. Scott

Dr. Louise Scott
Chairman
Board of Trustees

LS/bgs

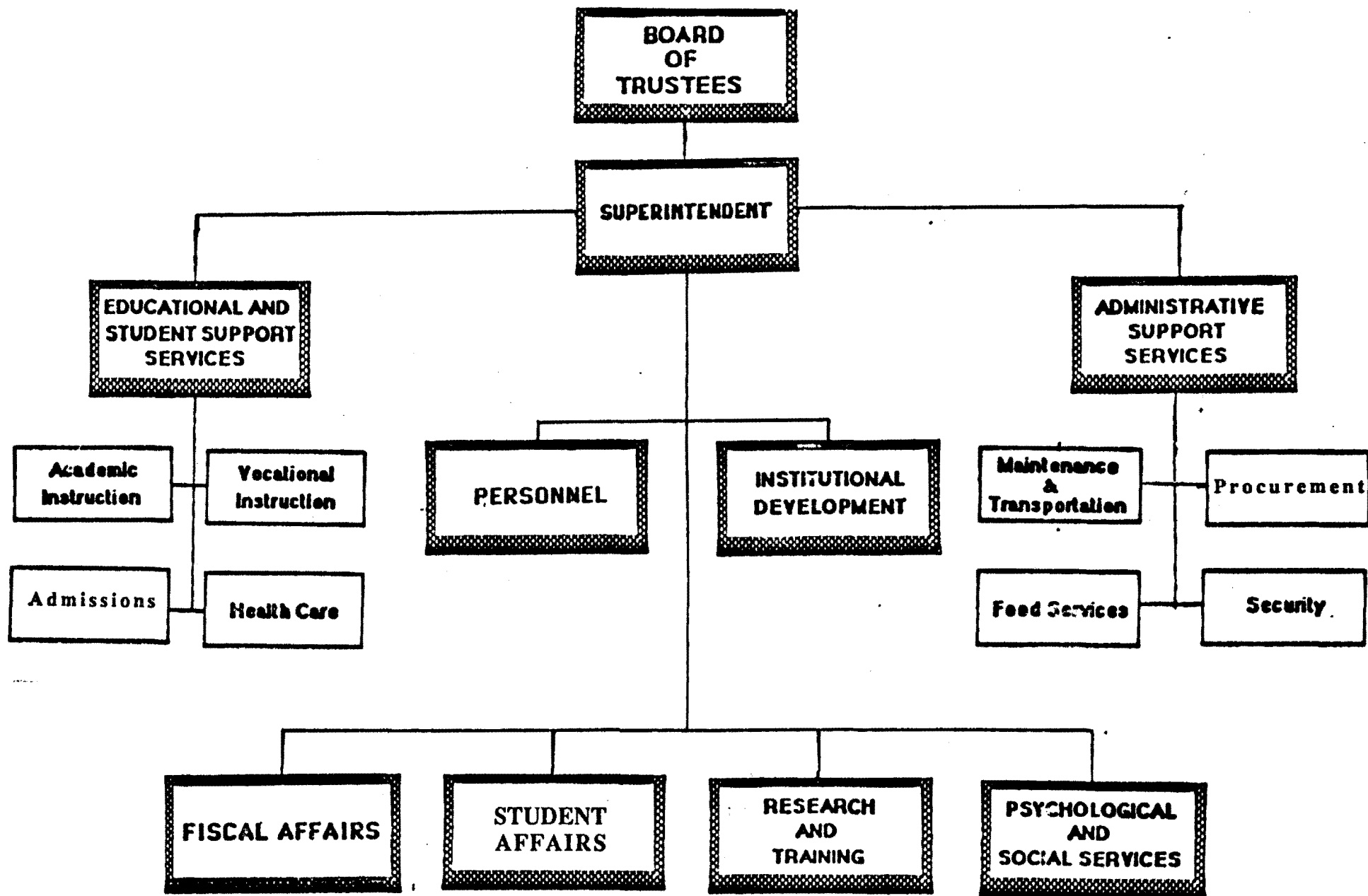


1. First School Of Its Kind
2. Classes That Fit Every Pupil
3. Serving "At Risk" Youth 15 Years Or Older

4. Fully Accredited
5. Individual Development
6. A State Agency

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**WIL LOU GRAY
OPPORTUNITY SCHOOL
ORGANIZATIONAL CHART**

WIL LOU GRAY OPPORTUNITY SCHOOL
BOARD OF TRUSTEES

The Honorable Carroll Campbell, Governor, Ex-officio

The Honorable Barbara S. Nielsen, State Superintendent of Education,
Ex-Officio

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Mrs. Olive Wilson	Williamston	July 2, 1992

ADMINISTRATIVE STAFF

Mary Catherine Norwood, Ph.D.....	Superintendent
Robert James.....	Principal
Jane Zenger.....	Director of Research and Training
Michael Kelly.....	Director of Psychological/Special Services
Pat G. Smith.....	Director of Administrative Support Services
Suzanne Busenlehner.....	Accounting Manager
Deborah Haney.....	Dean of Students
Gloria Lloyd.....	Personnel Specialist
George Smith.....	Director of Development

INTRODUCTION

For more than 65 years the Opportunity School has served the people of South Carolina. From its founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the school has educated and provided vocational life skills training to thousands of citizens of our State. Throughout that time the school has adapted its mission to meet the critical needs of the day. Its efforts in the beginning were focused on the large population of farm women who missed their chance for an education when they were needed to work the farms. Later it served veterans of the Second World War and the Korean War. In the sixties and seventies the school met the needs of many physically handicapped people. All of these efforts, though focused on different populations, had a common theme and mission - providing educational services for those who were not served fully, at the time, by the public school system. Throughout this time the school operated with scant fiscal resources. After becoming a State agency in 1957, the school received annual appropriations from the State, however, those appropriations averaged only 60% of the annual operating cost of the school. In 1990-91 State appropriations comprised 80% of the budget. Federal funds and institutional revenue comprised the difference.

South Carolina now stands in the midst of sweeping change in its educational system. This change promises a brighter future for today's young South Carolinians. The public schools are being called upon to provide an even broader range of services than they have been required to provide through the State and Federal mandates of the past several years. Many students, especially those with behavioral impairments, severe academic deficiencies, non-supportive home environments and other factors which place young people at risk of not succeeding in the traditional school setting, will find it increasingly difficult to succeed in the face of stiffened academic requirements. The number of truancy cases handled each year is evidence of this. Presently, our public school system is strengthening its efforts at keeping these young people in school. The increase in remedial programs certainly will provide additional help for those with academic deficiencies. Even so, some students are "falling through the cracks", especially those with home environments which contribute to their lack of success. These are students who often respond positively to a residential school environment and are the students best served by the Opportunity School. Thus, the current focus of the school, that of an alternative setting for young people who are at risk of dropping out of school and, in general, failing to make the transition between school and the work place, is an extremely relevant mission. Additionally, the School is reaching out beyond the walls of its campus through the Research and Training Center to assist school districts and other agencies who are working with at risk youth. This center will focus effort on researching and disseminating programs that work with at risk youth and establish the Opportunity School as a base for such efforts around the State.

AGENCY MISSION STATEMENT

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina at least fifteen years of age who are most at risk of:

1. Being retained in their grade in school.
2. Dropping out of school and not completing their education.
3. Not making the transition from public schools to the work force.
4. Being truant from school, and whose home-school community environment impedes rather than enhances the chance that they will stay in school and become prepared for employment.

The school is a structured, residential environment and provides a second chance for students to complete an educational program and become employable. The school operates programs for students seven days each week around the clock throughout 45 weeks of the year.

In seeking to fulfill its mission, realizing the multiple service needs of these youth, the school provides the following kinds of services:

1. Compensatory Education
2. Intensive Vocational Training
3. Pre-Employment Training
4. Job Placement
5. Group and Individual Counseling
6. Medical/Health Services
7. Extended year program for truant students
8. Transition to work force or more advanced training
9. Transportation
10. Student Work Programs.

The school will work with the other systems and agencies to provide resources and facilities which compliment its own facilities and resources, thus avoiding duplication of services.

HISTORY

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "Lay-by-Time" so that farm women and girls could attend, opened August 2, 1921, at Tammassee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on an elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the State could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from 14 to 51 and representing 13 counties, attended the 1922 school. There was no school for men.

Erskine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931, the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults" directed by W. D. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University. This study, with use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on the basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who, for a variety of reasons, were unable to complete their formal schooling.

These one-month terms of the Opportunity School, held over a period of twenty-five years, had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the deactivated Columbia Army Air Base were acquired by a quit-claim deed through the War Assets Administration for the joint use of the Opportunity School and the Trade School on a ten-year probationary

basis. The school's first session in the present West Columbia location opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School Campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

In 1974, the Legislature renamed the school the Wil Lou Gray Opportunity School to honor its founder.

Modern facilities have replaced temporary Air Base buildings which served over 20 years. Revising and expanding its programs to meet changing needs in a homelike atmosphere, the Opportunity School continues its mission of providing educational opportunities to those who, for a variety of reasons, are not successful in traditional programs. Today, the school's services are greatly expanded to include remedial education, vocational education, job counseling and psychological counseling. Resources provided by the school are targeted toward the needs of young people at risk of dropping out of school and/or failing to make the transition between school and the work place.

LEGAL STATUS

The school is an agency of State Government chartered for the purpose of providing out-of-school youth and adults academic and vocational training. It is managed by a Board of Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association upon approval by the legislature and each serves a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the Board.

CENTRAL ADMINISTRATION

The organizational chart (figure 1) on page 1 presents the organizational structure of the Wil Lou Gray Opportunity School. The Superintendent is the immediate executive head of the Wil Lou Gray Opportunity School.

She is responsible for the day-to-day operations of the school and administers under the authority of a 14 member Board of Trustees.

The administrative staff for 1990-91 follows:

Dr. Mary Catherine Norwood, Superintendent
Mr. Robert James, Principal
Mrs. Jane Zenger, Director of Research and Training
Mr. Michael Kelly, Director of Psychological/Special Services
Mr. Pat G. Smith, Director of Administrative Support Services
Mrs. Suzanne Busenlehner, Accounting Manager
Ms. Deborah Haney, Dean of Students
Ms. Gloria Lloyd, Personnel Specialist
Mr. George Smith, Director of Development

The central administrative personnel have overall responsibility for long and short-range planning and for accomplishing the major goals and objectives of the Wil Lou Gray Opportunity School.

FY 1991 DEPARTMENTAL REPORTS

Each department has reported information related to its purpose, organization, operation and accomplishments for FY 91.

RESEARCH AND TRAINING CENTER

PURPOSE AND ORGANIZATION

The official opening of the Wil Lou Gray Opportunity School Research and Training Center on July 1, 1987 was the culmination of many plans and efforts put forth by the school's Board of Trustees, Superintendent and administrative personnel.

The purpose of the Center is to address the needs of educators and service providers who work with at risk youth at the Wil Lou Gray Opportunity School and with other districts throughout the state.

The Center supports research and provides information, in-service training, meeting space and encourages networking through inter-agency collaboration.

The goals and objectives of the Center are based on an assessment of needs of the at-risk population and are updated yearly based on information gained through current research and center sponsored activities. The 1991-92 plans included the following:

1. Maintaining an active Advisory Committee operating under guidelines for its operation adopted by the Board of Trustees.

2. Sponsoring statewide forums, workshops and seminars related to at-risk youth.
3. Producing/disseminating a quarterly newsletter, publishing reports of Center sponsored forums, sponsoring current studies within the state and collecting information concerning youth at-risk.
4. Coordinating and disseminating information about research conducted by the Wil Lou Gray Opportunity School personnel and/or other agencies working with students or teachers on campus.
5. Providing in-service/workshops/credit course work for Wil Lou Gray Opportunity School staff and others.
6. Establishing a library of current research and information related to at-risk youth.
7. Arranging practicums/internships and volunteer services to be based at the school.
8. Coordinating a special three year re-structuring project that involves realigning the academic curriculum and afternoon program to meet the current needs of the at-risk population.
9. Other related activities.

ACCOMPLISHMENTS

The Advisory Committee met six times during the year and was instrumental in helping with organization, planning and program development throughout the year. There are now sixteen members on the Advisory Committee. The members represent such concerns as the University of South Carolina, the State Department of Education, the Governor's Office, the State Board of Education, private businesses, school districts and the National Dropout Prevention Center at Clemson.

The Center sponsored and hosted a statewide conference on September 19, 1991, "S. C. Young Women At Risk - Connecting Statewide Resources." The conference attracted over 240 participants from an array of agencies and organizations. Four Wil Lou Gray Opportunity School staff and over 35 other speakers gave mini presentations highlighting programs and resources for young women at risk of dropping out of school.

The Young Women At Risk Steering Committee met several times over the year to address the initial goals and objectives established to meet the needs of young women in the state. The committee sponsored the September 19 conference, updated the directory of services, produced a 12 page proceedings document and organized a state teleconference scheduled for September 8 & 9, 1992. The goals and objectives will have been met on completion of the teleconference.

The Center sponsored a free statewide "Turning Points" meeting funded by the Budget and Control Board on November 21, 1991. Sixty people

participated to compile data on issues concerning middle school students. A proceedings documents was published by Katherine Duffy and Associates.

The Center organized a statewide S. C. Young Women At Risk Teleconference scheduled for September 8 & 9, 1992. This project is co-funded by Wil Lou Gray Opportunity School, the State Department of Education and the State Board for Technical & Comprehensive Education. The two-day interactive teleconference hosted by South Carolina ETV was broadcast to six technical sites across the state highlighting programs, strategies and resources for young women in South Carolina.

The Center's newsletter, "The R & T Spotlight" now has approximately 950 subscribers. The winter/spring 1992 issue, "Building Bridges For At Risk Teens" highlighted the S. C. Young Women At Risk Conference, alternative strategies and programs and activities at Wil Lou Gray Opportunity School.

The R & T Spotlight is sent to state legislators, school districts, heads of human services agencies, key personnel in the State Department of Education, the Board of Trustees and other individuals and/or agencies concerned with the at risk population.

"Very Special Arts" of South Carolina Young Playwrights Program, (\$1,000.00) Funded an alcohol/drug play, "Another Way Out" written and produced by students and performed for the public in April.

A Chapter I grant (\$159,405.00) will begin in September 1992 and will provide additional reading and math labs for remedial students.

The "Arts Across The Curriculum" grant (\$9,995.00) will provide an opportunity for all Wil Lou Gray Opportunity School students to participate in arts instruction that will supplement the content material, raise cultural awareness, improve critical thinking skills and build self-esteem through exposure to a variety of artists and art forms.

The South Carolina Commission on Alcohol & Drug Abuse grant (\$28,742.00) concluded in September 1992. Ropes courses and retreats were provided for Wil Lou Gray Opportunity School students, students from other school districts and group homes.

"The Young Women's Career Club" grant (\$19,728.00) will develop a Young Women's Career Club with a replicable vocational/life skills program for young women who lack family support and need intensive career counseling and additional agency support and services to insure job readiness after high school.

"The Science-Technology-Society: Preparing for Tomorrow's World" grant (\$4,935.00) will be used to design a multi-disciplinary science curriculum that will use scientific methodologies and cooperative problem solving to increase awareness of earth science, the environment and ecological processes, urban trends and new technology.

The Restructuring Grant is in its third year. The grant is helping Wil Lou Gray Opportunity School teachers re-design their program to be more in

line with the needs of the special population. The grant provides funding for consultants, in-service programs and special materials and resources.

A 27 minute VHS video was produced with funding from the 1990/91 arts grant. The video, entitled, "Arts Sparks" shows the cluster concept and arts across the curriculum in action. An "Art Sparks" eighty-nine page curriculum guide was designed, published and written by cluster teachers and Dr. Gale Breedlove.

In November, the center director presented a program at the International Reading Association conference in Winston Salem, North Carolina. The topic was "Using the Arts to Motivate At-Risk Students."

In February, the center director gave a presentation at the fourth annual American's At Risk Youth Conference in Charleston, South Carolina. The presentation title was "Combining Reading, Science, History and the Arts."

In June, the center director presented "The At Risk Student and the Arts - A Powerful Combination" at the At Risk Conference at the Sheraton Convention Center in Columbia, South Carolina.

Staff Development: Staff development met goals and objectives for the 1991-92 school year by centering on in-service programs which assisted teachers and staff with the implementation of instructional strategies/techniques which were an integral part of the school's restructuring project.

The goals and objectives that were decided on by staff were:

- (1) to improve student discipline by increasing teacher skills in the area of proven effective classroom management techniques;
- (2) to improve student academic performance by increasing teacher skills in the area of proven effective instructional practices, strategies and techniques;
- (3) provide teacher training in competency based vocational education.

To achieve these goals, in-service and other resources were provided which directly affected student instruction and discipline. The following consultants met with teachers individually, in small and whole group sessions.

1. Angela Frank, Cultural Diversity
2. Jane Zenger, GED, Exit Exam Materials
3. Bob Ashmore, Conflict Management
4. Steve Isom, Q&A Computer Program/Chapter I
5. Mark Drews/Chapter I Math
6. Sherrill Brackett, Cooperative Learning
7. Eleanor Lewis, Violence and Conflict Resolution

The WLGOS Research and Training Center library has expanded to include over 532 titles, including books, booklets, pamphlets, newsletters and video tapes. Many of these materials were purchased with funds from the restructuring grant. The materials are currently housed in a Center breakout room. The resource list is updated periodically and distributed to

teachers, advisory committee members and individuals requesting information about at risk resources.

The Research and Training Center coordinated several University of South Carolina graduate projects. The Reading Education Department provided approximately eighty practicum students who were assigned to remedial reading and GED classes.

A three-year restructuring process began in January, 1990 with the establishment of a CORE Committee consisting of teachers, counselors and other staff persons. The committee met once a month and on three Saturday sessions to plan and develop programs for the school restructuring project.

The school restructuring concept centers on changing the educational program so that it better meets the needs of at-risk students served by the Wil Lou Gray Opportunity School. Restructuring focuses on incorporating current educational strategies/techniques which have been research proven to have positive learning outcomes and experiences with at-risk students. Programs piloted during this restructuring process are:

Two team teaching clusters (*arts, humanities, social studies, reading and science) where 5 teachers are utilizing instructional strategies/techniques which include cooperative learning, higher order thinking skills, learning styles/nodalities in addition to directed teaching and individualized instruction.

The case management program has been revised to ensure that all students receive services in regards to setting educational and social goals and objectives as well as assistance in attaining their goals. Five teachers, five dorm counselors, (who serve as co-chairs) and psychological social services counselors are responsible for achieving this programmatic effort.

A variety of additional activities have contributed to the pursuit of the Center's goals such as:

1. Third annual school slide show for Senior Day
2. Continuing the Young Women's Career Club without additional grant funding with the assistance of Vocational Rehabilitation Center and 3 USC interns provided through the Restructuring Grant.
3. Established Mural and Playwright Clubs
4. Director of Center served on Appeals Committee.

EDUCATIONAL PROGRAMS

EDUCATIONAL PROGRAMS

The Educational Program seeks to provide students attending the Wil Lou Gray Opportunity School with the highest level of academic skills those students can master. The division assesses the academic needs of each

student, and provides an individualized instructional program to meet those needs.

The Vocational Division seeks to provide students with occupational development in order to enhance their personal lives, and to help them to become contributing citizens of the state. The program encourages students to function in a mature, productive manner, and to achieve independence as soon as possible.

ORGANIZATION AND OPERATION

The Education Department and Medical Services Department operate under the direct supervision of the Principal. Each division operates in modern, air conditioned buildings. The staff consists of the Principal, Nurse Practitioner, Teachers, a Media Specialist, Athletic Coach, and clerical staff.

The program includes a fully accredited high school diploma program, a GED preparation program, a basic skills preparation program, vocational training in the areas of Building Construction, Auto Mechanics, Office Occupations, Home Economics, Child Development, and Pre-Vocational Education. In addition to these, the Vocational Rehabilitation Office on campus provides classes designed to prepare students to seek employment, and to maintain that employment in a successful manner. Through the evening program some special interest classes in such areas as masonry, horticulture, and other areas in which students are interested are planned.

The high school diploma program consists of courses designed to meet the requirements established by the South Carolina Department of Education as those required for the high school diploma. Included are instruction in language arts, math, science, social studies, and vocational courses approved by the defined minimum program, plus various electives such as art, foreign language and physical education.

The Vocational Department includes instruction which is designed to meet the State Department of Education requirements for high school credit, but also provide for the awarding of vocational certificates for those who either do not want, or cannot meet the standards for high school credit.

The program of study leading to a GED Certificate provides prescriptive learning for those persons seeking that certificate. This instruction takes place, for the most part, in laboratory situations, using computer instruction as its base. Students are given a pre-GED examination, which indicates the areas of weakness which must be remedied prior to the examination test date.

The Basic Skills Improvement Program is designed to deal with the students who are not ready to enter either the academic program or the GED program, or for those students who desire only a vocational certificate, and are in need of skills development in reading, math and writing skills. This instruction is offered through specific basic skills remediation classes, laboratory settings, and the WICAT Basic Skills Remediation Program.

During the 1991-92 school year, Wil Lou Gray Opportunity School served 316 students, for varying periods of time. These students were distributed among the various programs as follows:

High School Diploma:	251
GED Program:	69
Vocational Programs:	26
Transitional Students:	0

In addition to the programs offered during the school year, the school served many other students through the extended year program. This program ran for 15 additional days after the end of the regular school year, and afforded students an opportunity to make up missed days in order to receive credit for courses in which they would otherwise have had excessive absences.

FUTURE PLANS

While successful in expanding the program in the areas of Home Economics and Child Care, plans to expand the after school offerings in several special interest areas for students are being considered. Expansion in the area of Ornamental Horticulture/Green House operations is anticipated.

Expanding the program in the area of using the arts in all phases of curriculum to stimulate and educate students is planned continuing the use of cooperative education techniques, higher order thinking skills instruction, and block scheduling, with applications in the vocational program are also being developed. The area of remedial education has been enhanced by the development of Chapter I programs in reading and math. By employing the remediation techniques available in this type of program, will enhance our students chances of doing well on the exit examination, and of receiving a high school diploma.

GUIDANCE SERVICES

Guidance services are an integral part of any educational program, but are especially important in a program specializing in the education of at risk youth. With this in mind, the guidance and counseling program at our school uses an inter-disciplinary approach to provide the needed services for students.

The Psychological and Special Services Department is made up of highly trained and experienced counselors, a certified school psychologist, a person trained in family counseling and social work, and a secretary. This department provides counseling in group settings, individual counseling, and workshops. They coordinate the services of other agencies who may be involved with students, providing support, arranging for transportation, and providing other services as needed.

Additionally, the Psychological and Special Services Department, working in conjunction with the Lexington/Richland Alcohol and Drug Abuse Council, provide services to students needing such help through a full time

intervention specialist and a part time prevention specialist, employed by LRADAC and stationed on campus. This enables a much higher level of service in this area than could otherwise be provided.

Scheduling and academic placement is provided by a fully certified guidance counselor working in the dual roll of teacher/counselor in the Education Department. Also working in the Education Department is a qualified employment counselor who works with students on the attainment of job skills, establishes working relationships with area businesses for placement purposes, organizes and conducts assembly programs, field trips, special events, and other such activities for the purpose of providing exposure to students who will be entering the job market soon.

Elements from all departments come together to form a case management team for each student. The team consists of a counselor from Psychological and Special Services, a teacher, the student's primary dorm counselor, a representative of vocational rehabilitation, if appropriate, and any other staff member who may be needed in specific situations.

The purpose of this case management team is to help students determine and set goals for their education, and for their lives, and to monitor the progress which is made towards these goals. They are also charged with the responsibility of providing such intervention services as are necessary, securing assistance from outside agencies when needed, and involving the students parents or guardians in the educational process. Members of this team monitor the students activities daily, and provide whatever assistance is needed to insure that the students' educational experience is a successful one.

MEDICAL SERVICES

The Medical Services Department is presently staffed by one person, a Nurse Practitioner. The nurse practitioner provides for the medical needs of students, and recommends transportation to outside agencies when necessary. Additionally, this person handles all medication, supervising the administration of medicine to students.

Emergency medical treatment is handled by the Nurse Practitioner whenever possible. She serves on campus during the day, and is on call at all other times, and will come to the campus when necessary.

The Nurse Practitioner also works with the teaching staff and dorm counselor staff to provide instruction in general health education, disease prevention, and pregnancy prevention.

Complete medical records are maintained with updated information on all students. These records include the maintenance of physical examinations, immunization records, medications, and any other pertinent information. During the 1991-92 school year, the following students were seen in the Medical Office:

1. Total number of students seen in the clinic: 3,545
2. Total number referred to outside agencies: 265
3. Number of students admitted to infirmary: 212
4. Number of students admitted to hospitals: 3
5. Students referred to psychological services: 46
6. Students receiving mental health services: 18
7. Pregnancy tests done: 32
8. Students receiving pre-natal care in conjunction with local agencies: 4
9. Physical exams were provided for foster grandparents, basketball players, softball players, and baseball players.
10. Dorm counselors are instructed in basic first aid, and first aid kits are prepared by the Nurse Practitioner to be placed in the dorms.
11. Nutrition and diet counseling are available for all students.
12. The Nurse Practitioner serves on the Wil Lou Gray Opportunity School Wellness Committee.
13. The Nurse Practitioner attends workshops, seminars, in the field.
14. The Nurse Practitioner serves as an integral part of Comprehensive Health Education Team, providing guidance and instruction in the areas of pregnancy prevention, disease control, aids education, and any other medical information which may be needed. She also provides counseling and education to individual students as needed during the school year.

The goals of the Medical Department remain the same, to provide the highest level of medical care possible to the students of WLGOS.

Student Statistics:

Enrollment:

Total number of students served during 1991-92: 316

Breakdown:

<u>Sex</u>		<u>Race/Ethnic Group</u>		<u>Payment Status:</u>	
Male:	229	Black:	179	Pay Own Way	44
Female:	87	White:	136	Fin.Aid	54
Other:	1			Voc.Rehab.	155
				Truancy	63

Graduates:

High School Diplomas: 21

GED Completions: 8

Vocational Completers: 17

Age Range of Students

15 years:	62
16 years:	94
17 years:	73
18 years:	48
19 years:	23
20 years:	9
22 years:	7
30 years:	1

County Representation

Abbeville	2		
Allendale	2	Hampton	15
Aiken	13	Horry	7
Anderson	4	Jasper	3
Bamberg	3	Kershaw	5
Barnwell	4	Lancaster	2
Beaufort	8	Laurens	5
Berkely	17	Lee	1
Charleston	77	Lexington	29
Chesterfield	4	Marion	1
Clarendon	6	McCormick	1
Colleton	10	Newberry	6
Dillon	2	Orangeburg	10
Dorchester	13	Richland	41
Florence	3	Saluda	3
Georgetown	2	Spartanburg	2
Greenville	2	Sumter	8
Edgefield	1	York	3

STUDENT AFFAIRS

The Student Affairs Departments purpose is to provide the highest level of social and day to day living skills. The department coordinates registering, goal setting, tracking and providing students with programs that assist in team building, communication, improving self image and adjustment into a structured schedule. Some transportation, medical attention, crisis prevention/intervention, recreation and special events are coordinated by the department.

Personnel: The department is supervised by the Dean of Students. One Director of Cottage Life assists the Dean and coordinates the agency's Case Management Program. One Clinical Counselor coordinates the Pioneer Outdoor Education Program while four Lead Counselors coordinate all activities on the four shifts that are responsible for student supervision. Youth Counselors are responsible for student care in five dormitories

during the afternoon/evening hours and twenty four hours a day on weekends.

In-Service Training: Professional Development is a priority for the department in enhancing skills. Staff have attended workshops in the areas of case management, medical counseling, outdoor education, working with at-risk youth and CPR/first aid.

Case Management: The Case Management concept is at the heart of the school's approach to dealing with the whole student and his or her needs. The Director of Cottage Life coordinates all facets of the Case Management Program including inservices, communication meetings, assigning students to a team, scheduling students and teams in meetings, assisting with filing documentation, maintaining the Case Management file room and audits files. Each Case Management Team includes a teacher, dorm counselor, guidance counselor and vocational rehabilitation specialist. Every student at the school is assigned to one of the five Case Management teams.

Pioneer Outdoor Education Program:

Ropes Course: This program is designed to be offered to students, teams of teachers, youth, adults, community, corporate, business and professional groups from South Carolina. Teams learn to work together and better their personal communication, self image and problem solving skills. Low and high elements are included with two certified Ropes Instructors.

Challenge By Choice: This program is offered to students, teachers, youth, adult, community, corporate, business and professionals from South Carolina. Initiatives and challenge activities are offered to groups to enhance team building, communication and problem solving. Two certified instructors not only teach on our campus but travel to locations that are convenient to the contracting school/agency.

Camping/Fishing/Rafting: Groups travel to the Nantahalia River to camp riverside, fish and raft down class II and III white waters. Students work together to plan and create campsites and prepare each meal. Participants further develop and refine their leadership, team work and communication skills.

Retreats: 54 "Highly At Risk" students attended retreats this school year in an effort to review goals, set new goals, bond with assigned staff (*on a three student to one staff ratio), build teamwork, communication and improve self image. Of the 54 students attending, 49 students completed the school year. Staff and students continued their new relationships when returning to campus and staff were charged with tracking their assigned students the remainder of the school year.

Positive Reinforcement Programs: Students are rewarded Phase II and III by obtaining and maintaining points through special projects and following program guidelines. Phase students are given special privileges such as leisure time, posters and radio/televisions in dorm rooms, off campus trips and participation in athletic programs.

Students with above average discipline records were also treated to special field trips, movies, pizza parties, etc.

Dorm parties were held for dorms that were rated excellent on dorm inspections.

Special Programs: Student Affairs provided many creative activities and programs this school year, including: A male basketball team and female softball team with the Lexington Recreation Commission, intramurals in various sports, Mr. and Miss Wil Lou Gray Pageant, International Day, Black History Festival, Parents Day, Senior Day, Field Day, Prom, Adopt-A-Highway Program, Explorers (Boy Scouts of America), Talent Show, Christmas Program, After School Tutoring, NA/AA (off campus) meetings and programs and coordinated students for YO and SMART Clubs, Arts Across the Curriculum, Young Womens' Career Club and assisted in obtaining off and on campus jobs.

Grants: A \$10,000.00 grant from the South Carolina Telephone Pioneers to expanded the Pioneer Outdoor Education Program. This included adding rafting, camping, fishing and retreats to the program.

Assisted with S.C.C.A.D.A. grants offering retreats for students on campus in leadership. Offered two summer camps: one for "At Risk Youth" Statewide and one for group home students.

Donations were obtained from businesses and individuals to assist with off and on campus student programs.

PSYCHOLOGICAL AND SPECIAL SERVICES

PURPOSE

The purpose of the department is to provide clinical and educational support services to students who are enrolled in programs at Wil Lou Gray. Students' families and others working with students are also served through department activities. Case management, counseling, consultation, in-service training, psychoeducational evaluation, special education coordination, and substance abuse prevention and intervention were the major endeavors of department personnel during the year.

ORGANIZATION AND OPERATION

The department is staffed by the same personnel in the same positions as the previous year. Supervision is provided by a coordinator who is certified as a school psychologist II by the State Department of Education. There are three certified guidance counselors, one of whom is also a licensed social worker, and another who holds a level one certificate as a school psychologist. A clinical counselor employed by the Lexington/Richland Alcohol and Drug Abuse Commission (L/RADAC) is assigned to the department. A full-time administrative specialist is also part of the team. The coordinator and counselors provide services during

the school day, as well as selected evening and weekend hours on a regular basis.

DEPARTMENT ACTIVITIES

Mission

Prior to the opening of the 1991-92 school year, the Psychological and Special Services staff reviewed their roles and developed the following mission statement:

The department is committed to providing quality educational support services to Wil Lou Gray Opportunity School students so they may achieve their full potential; and to collaborating with families, school staff, and others concerned with the students' development.

The staff used this statement to set goals and objectives which led to accomplishments in the areas that follow.

Case Management

The three guidance counselors represent the department on four of the five case management teams in operation. The fifth team is represented by a vocational counselor assigned to the academic department. Each case management team also includes a teacher, a dorm counselor and a vocational rehabilitation specialist. Every student at the school is assigned to one of the five case management teams.

The counselors and other case management team members interviewed over 325 students in meetings during the year. The counselors frequently drew group and individual counseling referrals from these meetings and also arranged for family conferences. The case management concept is at the heart of the school's approach to dealing with the whole student and his or her needs.

Counseling

Counseling services continue to be a major function of the department. During the 1991-92 school year the department averaged over 200 individual counseling contacts per month, an increase of more than 17 percent over the prior year. Likewise, there was a 16 percent increase in group counseling sessions from an average of 150 to 175 contacts monthly. Nearly every student enrolled was seen by a counselor at least twice a month. Records indicate that between one-third to one-half of the student body was seen in some form of counseling weekly.

The delivery of counseling services continued this year with much energy and creativity. Peer counseling was a major focus for several of the staff. The department now sponsors a sophisticated training program for students. The peer counselors not only assist fellow students but are involved in service projects off-campus. The program was recognized this year as an outstanding volunteer project by the United Way of the Midlands.

Other notable counseling endeavors included groups focused on spiritual concerns; the link between physical and mental health; women's issues;

incentives for behavior change; the arts; and issues surrounding self-esteem, communication, and drug abuse.

Consultation

Assistance was provided to teachers, other staff and to parents on an as needed basis. Consultation with community agencies also took place to provide additional support services to students. Networking is seen as an increasingly important function of the department in meeting students' needs and providing ancillary services.

In-Service Training

Professional development is a priority for the department in terms of providing training to others and enhancing our own skills. During the school year six presentations were made by departmental staff to groups outside the agency. Additionally, the staff participated in workshops on the average of twice a month. The majority of training involved minimal expense ranging from \$0.00 to \$50.00. Each department member also paid for some training from their own funds. The total training and travel expenses for the department during the year was less than \$250,00.

Psychoeducational Evaluations

Psychoeducational evaluations are conducted by two personnel in the department with the appropriate certification. This year eight evaluations were conducted. Reevaluations for special education students are required every three years; frequently students will depart the school before their evaluation is due for renewal. Some evaluations are undertaken on a referral basis while the student is enrolled. However, a careful analysis of the referral question is made prior to testing since it is a time-consuming process and testing has frequently been done several times already in other settings.

Special Education Coordination

The department coordinator is responsible for the identification and placement of students within special education classes at the school. Additionally, all matters relating to due process for students with disabilities, paperwork associated with Chapter One Handicapped, and the management of Individual Education Plan (IEP) meetings are the responsibility of the coordinator. The school uses the resource model of special education classes and serves students who have learning disabilities, emotional handicaps, or mild mental retardation. Four certified teachers, who report to the school principal, provided special education classes during 1991-92. Thirty students were reported on the October 1, 1991 Chapter One count; forty-two special education students were served throughout the school year.

Substance Abuse Prevention and Intervention

Student records, interviews, and discipline reports indicate that over two-thirds of the student body at the school have engaged in substance abuse during their teens. Substances in this context include alcohol, prescription drugs and illegal drugs such as marijuana, cocaine and others. To cope with this alarming trend, the school has received assistance from the Lexington/Richland Alcohol and Drug Abuse Commission in the form of a part-time prevention specialist and a full-time clinical counselor. The S. C.

Commission on Alcohol and Drug Abuse has participated in funding the clinical counselor position. Both specialists have provided a variety of interventions through group activities and individual counseling. Students who are coping with an addiction problem are able to attend meetings sponsored by Narcotics Anonymous on a regular basis. One of the more successful activities developed for and by students during the year was Club Yo, a drug-free group for teens. The group sponsored undertakings like the Hands Around the State House rally, Red Ribbon Week, a music video, and attendance at a mini-teen institute. The club also participated actively in the Fighting Back project sponsored by L/RADAC through the youth advisory committee. Students from Wil Lou Gray met with teens from other schools to create projects and reach students through peer activities.

The Psychological and Special Services department continued to play a key support role in serving students during the year.

PERSONNEL DEPARTMENT

The Personnel Department provides recruitment, selection, payroll changes, benefits and other personnel procedures. Training is coordinated for supervisory personnel in carrying out Employee Personnel Management System procedures.

During the year, eleven (11) individuals were employed and fourteen (14) resigned/terminated.

Americans with Disabilities Act Roundtable and other workshops have been attended. Job applications and position descriptions are processed and employment posters have been received and displayed. Medical files have been established for employees to comply with the Americans with Disabilities Act.

The Employee of the Quarter nominees were the Maintenance Department; Ms. Mary Flynn, Art Teacher; Ms. Rubena Marshall, Youth Counselor; and Johnny Bartley, Director of Cottage Life. Plaques have been awarded to them at the Board of Trustees meetings.

Employee birthdays are recognized monthly. The monthly internal newsletter "News and Reviews" is prepared and distributed to employees.

INSTITUTIONAL DEVELOPMENT

PURPOSE

The purpose of the Office of Institutional Development is to communicate and disseminate accurate information to parents, professionals and students seeking admissions to the Wil Lou Gray Opportunity School or to someone making a referral. Assistance is given to families and agencies in understanding admission procedures and available scholarships. A yearly plan is designed to secure additional fiscal resources from the

private sector. Electronic and print media are utilized to help disseminate agency information about staff and student honors.

ORGANIZATION AND OPERATION

The Office of Institutional Development is managed by one employee whose responsibility is to disseminate the agency's information statewide. This information is the admission requirements that human service agencies, school districts and families need when a prospective student seeks admission. Included in this information are applications for admission, academic and vocational curricula, cost, available scholarships, brochures and other pertinent information necessary to help students register for classes. Much information is transferred to guidance personnel, principals, school district employees, Vocational Rehabilitation counselors and Department of Social Service workers throughout South Carolina. Personal contacts throughout the state then lead to applications for admission. Agency brochures are provided to prospective students when individuals request information about the Wil Lou Gray Opportunity School. Once relationships are built, families are recommended to the agency through these established contacts. This network of personal relationships builds a strong foundation which the agency depends upon for student referrals. Prospective students either ask for a home visit or campus tour and the request is accommodated quickly. Assistance is given to applicants and their families to ensure proper items requested on the application for admission are completed thus preventing delay in the admission process.

Other means by which agency information is disseminated is through exhibits at various state educational and social service meetings and conferences.

The Wil Lou Gray Foundation solicits support from business and community leaders. The Dick Horne Foundation in Orangeburg sponsored a young man at the Opportunity School this past year.

Press releases are mailed to newspapers to recognize staff or student honors. Radio and television interviews are given to help disseminate information for public awareness.

ACCOMPLISHMENTS

During the 1991-92 school year 108 students entered the Wil Lou Gray Opportunity School through these efforts. Approximately 1/3 of the student body attended the school through these contacts.

Many statewide conferences were attended where an exhibit as displayed and brochures and/or applications for admissions were given out.

Home visits and tours totalled 161 presentations. Group presentations included Schroder Middle School PTA on Yorges Island, S. C., Saluda School District Guidance Counselors, St. John's High School, the NCR Community Relations Committee, Toole Middle School in Charleston, Estill Middle School Career Fair and the Berkeley County Interagency Committee. Three exhibits were attended and 6 radio interviews were made on behalf the

agency. Several newspapers printed stories on the Wil Lou Gray Opportunity School. Two television stations gave the Opportunity School coverage during graduation.

FACILITIES AND SUPPORT SERVICES

PURPOSE

The purpose of the Division of Facilities and Support Services is to provide support services to all phases of the total school program as necessary. The division consists of the following departments: Food Services, Maintenance, Procurement, Public Safety and Transportation.

Food Service: To establish a nutritious and well-balanced food services program which will provide variety and encourage participation.

Plant Maintenance: To maintain a progressive preventative maintenance program designed to maintain all equipment, buildings and grounds at optimum efficiency.

Procurement: To establish a responsive, cost effective procurement function to ensure that all supply and material needs are met.

Public Safety: To ensure a safe and secure campus environment.

Transportation: To provide adequate transportation service in support of all departments.

ORGANIZATION AND OPERATION

Food Service: Food Service was provided by a staff of seven people under the direction of a food service supervisor. The food service personnel include the following: one food service supervisor, four cooks and two food service aides.

The staff of seven food service personnel provided three meals daily to students, seven days a week. Additionally, the staff was frequently called upon to help with special campus events including student cookouts and banquets. An emphasis was placed on creating a warm and cordial atmosphere for the students.

Plant Maintenance: The maintenance service for 174,000 square feet of building space and approximately 100 acres of campus was provided by a staff of twelve people under the direction of a maintenance supervisor. The staff includes the following personnel: One maintenance supervisor, one carpenter, one painter, two mechanics, three trade helpers and two janitors. Additionally, grounds maintenance is under the care of two grounds workers. The maintenance effort is supplemented by a corrections department inmate labor force of eleven inmates who are utilized in support of various support service assignments.

Procurement: The procurement office processed approximately 1,000 purchase orders for a wide variety of requests. Acquisition from food supplies to medical supplies to maintenance supplies to educational supplies was accomplished through all methods of source selection. The Materials Management Office handled all requests over the certification limit of the Wil Lou Gray Opportunity School.

Public Safety: Overall campus safety and security is provided by two public safety officers who are certified as law enforcement officers by the S. C. Criminal Justice Academy. Public Safety is provided seven days a week to ensure a safe campus environment for our students and adequate security for 30 campus buildings.

Transportation: Transportation requirements are met by the transportation courier for a variety of needs. Students are transported to medical appoints, counseling sessions and to worksites for students participating in a student work program. Administrative needs and supply handling are also coordination with transportation.

ACCOMPLISHMENTS

Food Service: The food service staff was called upon frequently this year to lend support for the accomplishment of many special functions. Some of these events were: Alumni Banquet, Thanksgiving and Christmas Dinners, International Day and Commencement Luncheon. A salad and hot bar provides an alternative to the regular menu. The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations. The Wil Lou Gray Opportunity School hosted the USDA regional training conference.

Plant Maintenance: The maintenance staff maintained the cleanliness and upkeep on a total of twenty-three campus buildings and 95 acres. The staff responded to well over 500 work orders for all types of maintenance requests.

A Technology Plan was submitted to the Division of Information Resource Management, projecting the needs of the agency for technological services for the coming fiscal year.

The Materials Management Office of the Budget and Control Board approved the procurement office for a higher procurement certification limit to \$10,000 during the year. Higher certification approval is based upon audit performance and internal procedures.

A transportation department was implemented to provide transportation needs in support of various student related activities.

The food service staff utilized approximately \$15,000 in surplus food products in menu planning from Operation Desert Storm. Food service costs will be greatly reduced in FY 93 and FY 94 as a result of these food products.

The General Assembly approved the request for \$410,000 in the Capital Improvement Bond Bill for the completion of the mechanical system renovation and shower room improvements.

The first phase of the mechanical system renovation consisting of a computerized energy management system and a more cost efficient heating/cooling system was completed in our five dormitories.

A utility building was renovated and converted into a central supply and storage facility.

A five year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. Our approved plan included a request for additional covered walkways to connect all buildings. In anticipation of our sustained, increased enrollment, we have requested a male dormitory and three classrooms to support our enrollment growth.

FISCAL AFFAIRS

The office of fiscal affairs encompasses all facets of fiscal operations. They are: accounting, budgeting, payroll administration and financial reporting. The office of fiscal affairs is staffed by four employees under supervision of an accounting manager.

During the year, all job descriptions and functions were revised, procedures evaluated and revised, improved technology installed and new staff employed and trained.

WIL LOU GRAY OPPORTUNITY SCHOOL
SUMMARY OF INCOME AND EXPENDITURES
FISCAL YEAR 1991-92

	STATE	FEDERAL	OTHER	TOTAL
BEGINNING CASH BALANCE		(2,790)	101,804	99,014
INCOME AND REVENUE				
State Appropriations	2,765,268			2,765,268
Adjustment to Appropriation	(56,100)			(56,100)
Capital Projects	27,655			27,655
Earmarked Funds				
Special Deposits			314,831	314,831
Capital Projects			61,506	61,506
Restricted Funds				
Palmetto Patriots-Investment Earnings			737	737
Education Improvement Act			494,684	494,684
Federal Funds				
Vocational Education		28,269		28,269
Program for the Handicapped (5517)		13,138		13,138
National School Lunch Program (5957)		59,149		59,149
Chapter I Reading & Math, Etc. (5055)		94,923		94,923
Grants - Non Federal (3521)			9,725	9,725
Indirect Cost for General Fund		1,964		1,964
Total Income and Revenue	2,736,823	194,653	983,287	3,914,763

	PERSONAL SERVICE	OPERATING EXPENSES	EMPLOYEE BENEFITS	NON-RECURRING EXPENDITURES	TOTAL
EXPENDITURES					
Administration	350,921	26,630			377,551
Educational Programs:					
Academic Program	712,667	31,922			744,589
Vocational Education Program	151,052	82,734			233,786
Library	35,671	4,264			39,935
Student Services	696,087	72,009			768,096
Support Services	362,938	559,799			922,737
Employer Contributions			538,886		538,886
Non-Recurring Expenditures					0
Capital Projects				159,509	159,509
Indirect Costs to General Fund		1,964			1,964
Total Expenditures	2,309,336	779,322	538,886	159,509	3,787,053

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.40</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>356.83</u>
Printing Cost - Individual Agency (requesting over 255 copies and/or halftones)	\$ <u> </u>
Total Printing Cost	\$ <u>356.83</u>